

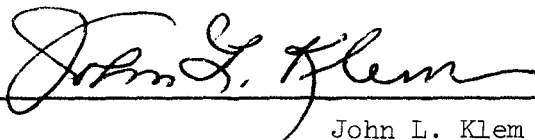
TEACHING DEATH AND DYING EDUCATION
IN THE PUBLIC SCHOOL
WITH A
CURRICULUM SUPPLEMENT

An Honors Thesis (ID 499)

By

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Thesis Director

A handwritten signature in cursive script, reading "John L. Klem", is written over a horizontal line.

John L. Klem

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If thou expect death as a friend, prepare to entertain him; if as an enemy, prepare to overcome him. Death has no advantage except when he comes as a stranger.

Francis Quarles
English Author

SHOULD DEATH AND DYING EDUCATION BE TAUGHT IN THE PUBLIC SCHOOLS?

The whole idea of living includes dying. This is one of the best reasons for children to be told about death and the dying process. Children need to be taught that death is natural and an integral part of the life cycle. It would be best if the subject could be taught in the privacy of the child's home. But for whatever the reasons, many parents do not want the responsibility of educating their children about matters such as death. Thus, another reason why death education needs to be taught in the public schools along with the other topics that society deems necessary.

Death in our society has become removed from the home and moved into nursing homes and hospitals. Children have become only visitors or completely excluded from the process of dying. The life span of Americans has increased by several years, thus causing death to be a rather uncommon event in many children's lives. Many adolescents and adults have never been to a funeral because they do not know anyone close to them who has died. These are two more reasons why death education needs to be introduced and taught in the public schools.

When dealing with the topic of death, it is not as if it is an unknown subject. It is one that is known all too well. Death is a universal phenomenon. It is inevitable. Donald P. Irish in his book, Death Education: Preparation for Living, states that "The intent underlying a need for death education is not a desire to foster a preoccupation with death, but rather to help people relate better to reality." ¹

The school is the only societal agency with access to all children. Its main objective is to help young people develop ideas and prepare them to face the future, whether it be successful or not. Facing the future includes facing the inevitability of death. The schools; therefore, seem logical and perhaps the only feasible locus for learning about death and the dying process.

Many people who have had classes in death education attest to the fact that dealing with the situation "academically" left them with a clearer understanding of their own feelings.² Previous education can help minimize the shock and trauma and hasten the recovery of the bereaved person. Irish points out that "Death education initiated on or just prior to the death bed is no more adequate than sex education on the marriage bed."³ Jeffery Gore did several studies in England about family deaths. He found that 44% of the parents told their children nothing about death concerning close family members with the reasoning that the children would discover the facts in their own time.

Some parents feel as though they can build a world in which their child is protected from the knowledge of death; however, this could have repercussions. The child's world does not completely develop at home--he has events occur in his life that involve friends and neighbors. There is no logic

in withholding or hiding this knowledge. Because of the mass media, there are few places that young people can turn without being exposed to death. The print and non-print media come in abundance. Films, books, comics, magazines, radio and television are given in mass doses. The problem with education of this type is not one of quantity, but one of quality. Young people need to be exposed to the facts about death, dying and aging in our society. This can be accomplished much easier in a school setting where the facts can be presented in a non-threatening way to every child.

Be still prepared for death: and death or life shall be thereby be the sweeter.

William Shakespeare

WHAT ARE THE GOALS OF DEATH EDUCATION?

Death education needs goals and objectives just as any other curriculum would. Goals give direction and motivation to a project. General objectives can help the students to see where the unit is moving and what it will achieve by the end of the unit. Specific goals will lead to the general objectives. A unit is likely to generate richer learning if the areas of objectives are fairly comprehensive and include some material on each of the following:

1. The concepts or ideas to be learned.
2. Attitudes, sensitivities, and feelings to be developed.
3. Ways of thinking to be reinforced, strengthened, or initiated.
4. Habits and skills to be mastered.⁴

Audrey Gordon and Dennis Klass list four goals of death education in their book, They Need to Know: How to Teach Children about Death. These goals identify main ideas and major concepts about a unit on death and dying. The four goals are:

1. Children will be knowledgeable about death and the process of dying.
2. Children will have the personal and emotional resources to cope with death in a healthy way.
3. Children will make informed decisions about medical and funeral choices.
4. Children will become socially and ethically aware of issues relating to death and dying.⁵

Goals and objectives can be set; however, there are no simple fool-proof formulas for creating the perfect curriculum. It takes a teacher who can teach death education.

He who should teach men to die, would at the same time, teach them to live.

Montaigne

WHO CAN TEACH DEATH EDUCATION?

At one time or another everyone has tried to imagine what it is like to die, where they will go, and what it is like in the "other world". For some people this causes great anxiety and frustration, for others this may bring a feeling of relief, and others try to push the thoughts out of their minds completely and hope the haunt of death will pass them by.

The teacher who wishes to teach a course or unit in death and dying should have come to terms with their own anxieties about dying. The teacher who wants to be effective and be able to respond to the students must first understand his own feelings and thoughts about death. A time of evaluation and serious thought needs to go into the process of preparing to teach this topic. "Can I talk about death in front of a group of students?" "Do I fear my own death so much that the students will see this fear?" "Will I be able to handle the child whose fears spread to the other children?" "Am I secure enough with the material that my lesson plans will help the students to evaluate their own thoughts and feelings about death?" These and many other questions may go through the mind of the teacher preparing to teach this type of unit.

Richard Ulin in his book, Death and Dying Education, lists eight qualifications for teaching the topic. They include:

1. General intelligence
2. Ability to relate to students
3. Imagination
4. Ability to communicate
5. Ability to plan and develop curricula
6. Sensitivity
7. Self-confidence
8. Teacher self-awareness

standable that the teacher who has been with a class will best know what to include in planning a unit on death and dying. In planning a unit such as this, it is very important that the professional steer clear of theology, dogma, or personal belief or creed, as this could lead to problems with both the students and the parents accepting the teaching of this type of unit in the public school.

One of the three important qualifications, according to Ulin, is sensitivity. A teacher would need to be prepared to follow through with the students who need extra time for private talks. For many students this will be a time of searching and questioning thoughts and ideas that have never been discussed. They may be afraid because they have been taught to fear the unknown. The teacher needs to be patient and listen to what the child is saying, for he may not be responding as he normally would.

A teacher needs to be confident enough to share personal experiences with a class. A teacher who has planned carefully, studied the material beforehand, and completed serious self-evaluation can help alleviate the problems of being caught off guard emotionally.

No one is sure how he will react to the death of a family member or close friend. It may bring to the surface feelings and attitudes never before known. A teacher should have come to terms with his own anxieties about death and dying. This is quite important if the teacher is to tie in the preceeding seven qualifications and make the unit on death and dying a success.

It is impossible that anything so natural, so necessary and so universal as death should ever have been designed by providence as an evil to mankind.

Jonathan Swift

WITH WHAT SUBJECTS SHOULD DEATH EDUCATION BE TAUGHT?

Many people feel that adding death and dying education to a curriculum will place an over load on an already burdened school required course of study. This; however, is not true. The unit can be fused with other subjects and will add deminsions to the existing curricula.

Death education can be included with biology, health, family life education, and the social sciences which include: sociology, social psychology, and anthropology. It may help comprise the subject of religion, the fine arts, drama, speech, and literature. This may be accomplished in many ways. For example, books, plays, guest speakers, field trips, panel discussions, buzz sessions, bulletin boards, reports and movies are all possibilities for use in the classroom.

It is quite possible for the subject of death and dying to be included with either the biological or health sciences in the high school or middle school. In some high schools the social studies and literature courses deal with the social and psychological aspects of death and dying, while the bioloby classes handle the physiological section of the course. The elementary schools have the opportunity to help eliminate misleading stereotypes of what it means to grow old, lose a pet, or experience the loss of a friend or nieghbor.

Throughout the thirteen years that a child is in school, there exist occasions for the teaching of death education, whether it happens in the

For everything there is a season and a time for every matter under heaven:
a time to be born, and a time to die.

Ecclesiastes 3:1-2

BIBLIOGRAPHY

The following is a bibliography of books written about death and dying. It also includes films, filmstrips, and mounted pictures about death and the dying process. I have reviewed them and found that most of them are resources that could be used in the classroom or for independent study. The books range in reading ability from kindergarten to high school. They are very good supplements for the material in the curriculum. It is recommended that these materials and others be used liberally, but not to the point of saturation. They will be a great asset to a program if used correctly.

The books give examples of death in ways that children can read on their own and understand. Some of them contain pictures that show emotions of grief and sadness. In the books death does not threaten the child. The child is not involved personally; however, the child is learning how others react to death under their circumstances. It may be that a person their own age has lost a pet or even a parent. The books tell stories that the child can relate to their own lives or to the lives of their friends.

The films and filmstrips show pictorially such things as a cemetery, funeral parlor, caskets and vaults. They also show people experiencing grief, helping each other in a time of great need, and the ways that

funerals take place. The films describe the jobs of the minister, the funeral director, and others involved in the rituals and processes of death and dying. The mounted pictures depict the story of one family's aging grandparent's dying. Many times children have not seen such things, and thus fear them. Use of materials helps tremendously in planning creative and successful units.

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CURRICULUM SUPPLEMENT

TOPIC:

DEATH AND DYING

OVERVIEW OF THE UNIT

The topic of death and dying is a relatively new addition to many school curricula. It is being taught not only so that death will be less frightening, but also so that life will be more fulfilling. Death and dying education is quite necessary as a part of growing into adulthood. Regardless whether it is taught in the home or at school, the fact remains--it must be taught.

This unit consists of topics that are the most basic when discussing the death and dying process. It will include discussions on attitudes about death, definitions of death--the physical aspects, euthanasia, grief and mourning, consumer aspects of funerals, death and dying in other cultures, and the topic of suicide. Each section will be presented so that the correct terminology is learned for the personal knowledge of the students. The unit will utilize the abilities of professionals in such fields as medicine, religion, and funeral preparation. The unit also includes a field trip to a funeral home.

I hope to create a climate that will induce discussion since this topic is one with which many students are unfamiliar. They tend to shy away from topics that are not usually spoken about in the classroom. I hope to give the students enough incentive and correct information so that they may be better informed consumers, more accepting of other's beliefs, and less afraid of a topic that concerns everyone.

DAY ONE

Objectives

The students will be able to list several euphemisms concerning death.

The students will be able to write their reactions to the film, "The End of One", before they discuss it with their peers.

The students will be able to discuss the death of the seagull in the film after viewing it.

Materials

Film, "The End of One"

Film projector

Handout, "Death and Dying Topics"

Teacher Activities

Introduce the topic of death.
Distribute handout on topics.
Discuss attitudes and feelings about the class.

Discuss with students what the class will entail.

Describe the assignment on euphemisms. List a few on the board. Have the students write several on their own paper.

Have the students list their words, phrases on the board.

Prepare to show film--do not tell about film--Have students write several reaction sentences to the film.

Talk about the film. Use questions that will develop a discussion.

Student Activities

Listen, comment.

Listen, question.

List several euphemisms on paper.

Relate answers, advance to board.

Watch film,
Write reactions to film.

Discuss ideas and feelings about the film or the seagull.

Evaluation

The students will make a list of several euphemisms and be prepared to discuss them in class.

The students will watch the film carefully and write reactions to it.

The students will discuss as a class the attitudes toward death in the film.

DEATH AND DYING
TOPICS

1. Attitudes about Death
2. Defining Death--the Physical Aspects
3. Euthansia
4. Grief and Mourning
5. Consumer Aspects of Funerals
6. Death and Dying in Othe Cultures
7. Suicide

ATTITUDES TOWARD DEATH

1. My idea of the best kind of death is.....
2. My idea of the worst kind of death is.....
3. My conception of the best time to die is.....
4. I dread death because.....
5. I look forward to death because.....
6. The person whose death I fear the most is.....
7. The way I handle the idea of death is.....
8. If you only had 24 hours to live, where would you go and with whom?

DAY TWO

Objectives

The students will be able to discuss death as a personal event after answering the handout.

The students will be able to list the when, how, and under what circumstances regarding their own deaths.

The students will be able to relate what they would say to those filing by their casket during a simulation demonstration.

Materials

Handout, "Attitudes Toward Death"

Teacher Activities

Review material from the day before--ask for questions, reactions.

Begin with handout--introduce it and have students complete it in class.

Answer the first question myself. Have the students follow example and discuss their answers.

Have the students close their eyes and pretend that the people are filing by their casket. "What would you say to these people if you were given a few minutes?".

Student Activities

Questions, comments

Work on handout.

Listen and respond
Discuss the responses and feelings to the questions.

Close eyes and respond to the questions.

Evaluation

The students will answer the questions on the handout.

The students will discuss as a class the questions on the handout.

The students will close their eyes and participate in the activity.

DAY THREE

Objectives

The students will be able to discuss the death of a relative after hearing the book, Nana Upstairs, Nana Downstairs, read to them.

The students will be able to select a book about death and dying for their final project.

Materials

Nana Upstairs, Nana Downstairs by Tomie DePaola

Book list

As many of the books as possible

Teacher Activities

Read the short story, Nana.

Ask how character feels about his grandparents dying. Have students relate their own experiences toward death of their relatives.

Discuss the final project, a book to be read and paper written.

Distribute the suggested booklist.

Have as many books as possible so that they can look over them in class.

Keep list of student's names and the book that they have chosen.

Student Activities

Listen.

Discuss.

Take notes.

Look over handout.

Flip through books, select one (if possible) and begin to read it.

Decide on book and begin to read.

Evaluation

The students will listen as the story of Nana is read.

The students will discuss their own experiences with the deaths of their relatives.

The students will look over the books and select one for their final project.

DAY FOUR

Objectives

The students will be able to discuss superstitions connected with premature burial.

The students will be able to list 7 types of death.

The students will be able to explain the Harvard Criteria of Death.

Materials

Harvard Criteria of Death
Readings on accounts of premature burial

Teacher Activities

Ask for questions from yesterday.
Read accounts of premature burial.

List the 7 types of death on the chalkboard.

Distribute the handout.

Discuss the Harvard Criteria of Death.

Student Activities

Question.
Listen and discuss superstitions they know.

Take notes, Discuss.

Read.

Take notes, listen, comment.

Evaluation

The students will take notes.

The students will take part in the discussion.

HARVARD CRITERIA FOR BRAIN DEATH

A Definition of Irreversible Coma

CHARACTERISTICS OF IRREVERSIBLE COMA

An organ, brain or other, that no longer functions and has no possibility of functioning again is for all practical purposes dead. Our first problem is to determine the characteristics of a permanently nonfunctioning brain.

A patient in this state appears to be in deep coma. The condition can be satisfactorily diagnosed by points 1, 2, and 3 to follow. The electroencephalogram (point 4) provides confirmatory data, and when available it should be utilized. In situations where for one reason or another electroencephalographic monitoring is not available, the absence of cerebral function has to be determined by purely clinical signs, to be described, or by absence of circulation as judged by standstill of blood in the retinal vessels, or by absence of cardiac activity.

1. Unreceptivity and Unresponsibility. There is a total unawareness to externally applied stimuli and inner need and complete unresponsiveness--our definition of irreversible coma. Even the most intensely painful stimuli evoke no vocal or other response, not even a groan, withdrawal of a limb, or quickening of respiration.

2. No Movements or Breathing. Observations covering a period of at least one hour by physicians are adequate to satisfy the criteria of no spontaneous muscular movements or spontaneous respiration or response to stimuli such as pain, touch, sound, or light. After the patient is on a mechanical respirator, the total absence of spontaneous breathing may be established by turning off the respirator for three minutes and observing whether there is any effort on the part of the subject to breathe spontaneously. (The respirator may be turned off for this time provided that at the start of the trial period the patient's carbon dioxide tension is within the normal range, and provided also that the patient had been breathing room air for at least 10 minutes prior to the trial.)

3. No Reflexes. Irreversible coma with abolition of central nervous system activity is evidenced in part by the absence of elicitable reflexes. The pupil will be fixed and dilated and will not respond to a direct source of bright light. Since the establishment of a fixed, dilated pupil is clear-cut in clinical practice there should be no uncertainty as to its presence. Ocular movement (to head turning and to irrigation of the ears with ice water) and blinking are absent. There is no evidence of postural activity (decerebrate or other). Swallowing, yawning, vocalization are in abeyance. Corneal and pharyngeal reflexes are absent.

As a rule the stretch of tendons reflexes cannot be elicited; i.e., tapping the tendons of the biceps, triceps, and pronator muscles, quadriceps and gastrocnemius muscles with the reflex hammer elicits no contraction of the respective muscles. Plantar or noxious stimulation gives no response.

4. Flat Electroencephalogram. Of great confirmatory value is the flat or isoelectric EEG. We must assume that the electrodes have been properly applied, that the apparatus is functioning normally and that the personnel in charge is competent. We consider it prudent to have one channel of the apparatus used for an electrocardiogram. This channel will monitor the ECG so that, if it appears in the electroencephalographic leads because of high resistance, it can be readily identified. It also establishes the presence of the active heart in the absence of the EEG. We recommend that another channel be used for a non-cephalic lead. This will pick up space-borne or vibration-borne artifacts and identify them. The simplest form of such a monitoring noncephalic electrode has two leads over the dorsum of the hand, preferably the right hand, so the ECG will be minimal or absent. Since one of the requirements of this state is that there be no muscle activity, these two dorsal hand electrodes will not be bothered by muscle artifact. The apparatus should be run at standard gains 10 $\mu\text{v/mm}$, 50 $\mu\text{v/5mm}$. Also it should be isoelectric at double this standard gain which is 5 $\mu\text{v/mm}$ or 25 $\mu\text{v/5mm}$. At least ten full minutes of recording are desirable but twice that would be better.

It is also suggested that the gains at some point be opened to their full amplitude for a brief period (5 to 100 seconds) to see what is going on. Usually in an intensive care unit artifacts will dominate the picture, but these are readily identifiable. There shall be no electroencephalographic response to noise or to pinch.

All of the above tests shall be repeated at least 24 hours later with no change.

The validity of such data as indications of irreversible cerebral damage depends on the exclusion of two conditions: hypothermia (temperatures between 90°F (32.2°C) or central nervous system depressants, such as barbiturates.

Reprinted from the JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION, August 5, 1968, Vol. 205, pp. 337-340. Copyright 1968 by American Medical Association.

DAY FIVE

Objectives

The students will be able to describe several different types of transplants and how successful they are.

The students will be able to identify organizations which accept donations of eyes, kidneys, and other body parts.

Materials

Handout, "Organ Transplants Statistics"

Examples of donor cards from AMA, eye bank, and Organ Transplant Registry

Teacher Activities

Ask for questions concerning yesterday's discussion.

Begin discussion of organ transplants, how successful they are prolonging life. Distribute handout with stats.

Discuss the possibility of donating body parts and the organizations which are set up totake care of this need.

Distribute materials on donor cards.

Student Activities

Questions.

Take notes.
Discuss.
Look over handout.

Notes, discussion.

Look over, comments.

Evaluation

The students will take notes and take part in the discussion of organ transplants and organ donation.

The students will read the materials distributed during class.

ORGAN TRANSPLANT STATISTICS

TOTAL ORGAN TRANSPLANTS SINCE 1953

ORGAN	TOTAL OPERATIONS	RECIPIANTS STILL ALIVE AS OF 1976	LONGEST SURVIVAL IN YEARS
HEART	296	52	7.1
LIVER	254	28	5.9
LUNG	37	0	10 months
PANCREAS	47	1	3.5
KIDNEY	23,919	10, 850	19.0

SOURCE: ACS/NIH Organ Transplant Registry. Chicago, Illinois, January 1, 1976.

DAY SIX

Objectives

The students will be able to questions a medical doctor on the definitions of death after he has given a presentation.

Materials

Guest speaker--a medical doctor

Teacher Activities

Introduce the speaker and his topic.

Guest speaker will give a presentation and then allow time for questions.

Student Activities

Listen.

Listen.
Question.

Evaluation

The students will listen and afterward ask questions pertaining to the topics that we have already discussed.

DAY SEVEN

Objectives

The students will be able to define the term euthanasia from its Greek origin.

The students will be able to explain the difference between genocide and euthanasia.

The students will be able to compare the differences between mercy killing and euthanasia.

The students will be able to discuss both advantages and disadvantages of euthanasia.

The students will be able to discuss the components and ideas of a Living Will.

Materials

Handout, "A Living Will"

Teacher Activities

Begin discussion of euthanasia by defining it.

Compare mercy killing and euthanasia.

Lead students in discussion on the benefits and disadvantages of the "good death". Use examples, Karen Quinlan.

Distribute a copy of the Living Will. Have students decide if it is a good idea.

Student Activities

Take notes, question.

Notes, discussion.

Notes, discussion.

Read handout and decide if they would use one of these.

Evaluation

The students will take notes and discuss the topic of euthanasia.

The students will choose to support or not support the idea of a Living Will.

A LIVING WILL

TO MY FAMILY, MY PHYSICIAN, MY LAWYER, MY CLERGYMAN
TO ANY MEDICAL FACILITY IN WHOSE CARE I HAPPEN TO BE
TO ANY INDIVIDUAL WHO MAY BECOME RESPONSIBLE FOR MY
HEALTH, WELFARE OR AFFAIRS

Death is as much a reality as birth, growth, maturity and old age--it is the one certainty of life. If the time comes when I, _____, can no longer take part in decisions for my own future, let this statement stand as an expression of my wishes, while I am still of sound mind.

If the situation should arise in which there is no reasonable expectation of my recovery from physical or mental disability, I request that I be allowed to die and not be kept alive by artificial means or "heroic measures". I do not fear death itself as much as the indignities of deterioration, dependence, and hopeless pain. I, therefore, ask that medication be mercifully administered to me to alleviate suffering even though this may hasten the moment of death.

This request is made after careful consideration. I hope you who care for me will feel morally bound to follow its mandate. I recognize that this appears to place a heavy responsibility upon you, but it is with the intention of relieving you of such responsibility and of placing it upon myself in accordance with my strong convictions, that this statement is made.

Signed _____

Date _____

Witness _____

Witness _____

Copies of this request have been sent to _____

DAY EIGHT

Objectives

The students will be able to complete the values clarification, decision-making model concerning euthanasia.

Materials

Values clarification response sheet and "I" values sheet

Teacher Activities

Ask for questions concerning yesterday's discussion.

Begin with an introduction of what values clarification is.

Distribute handout. Discuss the assignment to be done in class with the teacher's help. Read the ethical problem.

Continue to answer questions and collect papers when they are finished

Student Activities

Question.

Listen.

Look over the handout.
Listen and then begin assignment.

Work on assignment to gether as a class. Turn assignment in.

Evaluation

The students will apply what they know about euthanasia to the values clarification model and turn it in at the end of class.

BIOETHICAL VALUE-CLARIFICATION, DECISION-MAKING MODEL
RESPONSE SHEET

- I. Identify Problem. (Must be a problem that conflicts with at least two of your values, or ethical principles. e.g., I value life, I don't want to see people suffer)

State Problem: _____

- (a) Write a short paragraph on why you have identified your problem as a value/ethical conflict for you.

- (b) Use the "I Value Sheet" attached and identify and list five personal values you hold that are expressed in your problem paragraph statement.

Ranking (c)	_____	1.	_____
	_____	2.	_____
	_____	3.	_____
	_____	4.	_____
	_____	5.	_____

- (c) Rank these values from #1=most important to you to #5=least important to you.

- II. List as many alternative solutions to the problem as you can, even if some do not agree with your values or principles.

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

III. Rank your alternative solutions from the one your values agree with most to the one your values agree with the least. (Use ranking column beside Part II).

IV. Take your #1 solution and list the values/principles you hold that cause you to rank it #1.

#1 solution: State it _____

Values or principles you hold that support this solution.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Take the solution you agree with least and list those values/principles you hold that cause you to rank it last.

Last solution: State it _____

Values or principles you hold that cause you to reject this solution.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

For your #1 ranking, list as many probable consequences you can imagine if that solution were implemented world-wide. Be sure to include consequences that effect such systems as: home, family business, government, professions, economics, psychology, medicine, law and theology.

Consequence
Assessment

Consequences

_____	1.	_____
_____	2.	_____
_____	3.	_____
_____	4.	_____
_____	5.	_____
_____	6.	_____

VII. Place a (+) beside each consequence you hold as "good" and a (-) beside each consequence you hold as "bad". Use column beside part VI and ask yourself, "Would I be willing to have this action or consequence applied to me?"

VIII. Tally you + and - marks. Are there any - marks that are more important to you than the positive marks? YES _____ NO _____. If yes, star them.

XI. Do you hold any ethical principles that conflict with your number one decision or its consequences? If so, list them then restate your solution or pick another solution and work through step III through IX. If not, your decision is valid for you at this time in your life.

X. Can you list some reasons why others may not agree with you solutions?

1.	_____
2.	_____
3.	_____
4.	_____

XI. Restate you solution and place a confidence or conviction assessment on it by Xing the number on the confidence sequence.

High	Low
1-----2-----3-----4	
Confidence	Confidence

"I" VALUES

1. Self Worth
2. Community (personalist)
3. Food/ Warmth/ Shelter
4. Harmony/ Systems
5. Intimacy
6. Recreation/ Freesence
7. Work/ Labor
8. Self Preservation
9. Relaxation
10. Solitude
11. Ownership
12. Prestige/ Image
13. Truth/ Wisdom/ Intuitive Insight
14. Being Liked
15. Achievement/ Success
16. Transcendence/ Global/ Confluence
17. Justice
18. Self Competence/ Confidence
19. Self Centeredness
20. Self Directedness
21. Sensory Pleasure/ Sex
22. Instrumentality
23. Self Control
24. Friendship/ Belonging
25. Social Affirmation
26. Empathy
27. Discovery/ Delight
28. Congruence
29. Equity/ Rights
30. Law/ Guide
31. Knowledge/ Discovery/ Insight
32. Self Assertion
33. Self Delight
34. Wonder/ Curiosity
35. Health (Personal)
36. Creativity/ Ideation
37. Security
38. Corporation/ Construction/ New Order
39. Synergy
40. Being Self
41. Power/ Authority/ Honesty
42. Integration/ Wholeness
43. Affection/ Physical
44. Education (Certification)
45. Interdependence
46. Community/ Supportive
47. Limitation/ Celebration
48. Service/ Vocation
49. Cooperation
50. Presence/ Dwelling
51. Education/ Knowledge/ Insight
52. Simplicity/ Play
53. Equilibrium
54. Word
55. Ecority/ Beauty/ Aesthetics
56. Convivial Tools/ Intermediate Technolog
57. Human Dignity
58. Family/ Belonging
59. Art/ Beauty/ As Pleasure Value
60. Play/ Leisure

DAY NINE

Objectives

The students will be able to write an autobiographical account of their grief situations.

The students will be able to list several phases of grief, according to Kubler-Ross, occurring to those who have lost loved ones.

MaterialsTeacher Activities

Explain assignment to be done in class on describing a personal grief situation, i.e. pet, friend, relative.

Ask for several students to read their accounts aloud. (If no one does teacher should read prepared account).

Discuss the phases of grief and why people may feel that way.

Student Activities

Write account of personal grief situation.

Volunteer to read paper.

Take notes, listen

Evaluation

The students will write autobiographical accounts of personal grief situations.

The students will read out loud their accounts to the class.

The students will list the phases of grief.

DAY TEN

Objectives

The students will be able to compare grief situations after viewing a film and a filmstrip.

The students will be able to apply the phases of grief to the characters in the media shown.

Materials

Filmstrip, "A Taste of Blackberries"
Film, "In My Memory"

Film projector
Filmstrip projector

Teacher Activities

Ask for questions concerning yesterday's material.

Show animated filmstrip, "A Taste of Blackberries"

Show film "In My Memory"

Discuss the grief the actors feel for the loss of their loved ones.

Student Activities

Questions.

Watch filmstrip.

Watch film.

Use list of phases of grief from yesterday to compare the situations of each actor.

Evaluation

The students will watch films closely and afterward compare the grief situations.

The students will discuss these films and the situations in them.

DAY ELEVEN

Objectives

The students will be able to ask questions concerning grief and mourning of a guest speaker, a clergyman, after he gives his presentation.

Materials

Guest speaker, minister or priest

Teacher Activities

Introduce the speaker and his topic.

Guest speaker will give a presentation and then allow time for questions.

Student Activities

Listen.

Listen
Ask questions.

Evaluation

The students will listen and afterwards ask questions concerning the topics of grief and mourning.

DAY TWELVE

Objectives

The students will be able to list reasons for funerals having therapeutic value.

The students will be able to identify various customs and procedures used in the American funeral today.

The students will be able to describe the process of embalming and preparation of the body for viewing.

The students will be able to discuss the process of cremation.

The students will be able to define a memorial society.

Materials

Filmstrip, "Facts about Funerals"
Cassette

Filmstrip projector
Cassette tape player

Teacher Activities

Introduce the topic of funerals.
Discuss their therapeutic value.

Lead discussion about American funerals today, the process of embalming, cremation, and memorial societies.

Show filmstrip about funerals.

Discuss the filmstrip.

Student Activities

Talk about their knowledge of funerals.
Decide why they could be helpful.

Take notes, participate in discussion.

Watch filmstrip.

Ask questions about filmstrip.

Evaluation

The students will take notes and discuss the value of funerals.

The students will identify various customs and procedures of the American funeral.

The students will define, embalming, cremation, and memorial societies.

DAY THIRTEEN

Objectives

The students will be able to compare the costs of memorial societies, cremation, and earth burial to each other and use this in explaining their choice of funeral practice.

The students will be able to explain what procedures and practices that they would want in the event of their own death and why.

The students will be able to list several functions of a funeral director.

Materials

Filmstrip, "Exploring the Cemetery"
Cassette
Filmstrip projector

Cassette tape player
Handout, "The Cost of an Earth Burial"

Teacher Activities

Ask for questions concerning yesterday's material.

Show the filmstrip about the cemetery.

Discuss the filmstrip

Using the material in the filmstrip, discuss funerals and their costs.

Distribute the handout on funeral costs.

Discuss the functions of a funeral director.

Have students discuss their personal preferences on funeral practices.

Student Activities

Question, review notes.

Watch the filmstrip.

Ask questions

Take notes, ask questions.

Look over the handout.

Participate in discussion by listing things that a funeral director does.

Discuss in class and out loud how they want their funeral directed.

Evaluation

The students will watch the filmstrip and have questions ready to discuss afterwards.

The students will compare the costs of different types of funeral practices used and then decide which one that they would prefer personally.

The students will list several functions of a funeral director.

SMALL TOWN COST ANALYSIS OF AN 'INEXPENSIVE' FUNERAL

ITEMIZED EXPENSES (AS OF JANUARY 1, 1976)

\$125.00	Cost of casket (cloth covered)
35.00	Body removal from site of death (20 mile radius)
100.00	Embalming and preparation
150.00	Use of funeral facilities
50.00	Professional services of the director
65.00	Use of hearse
50.00	Burial garments
25.00	Modest spray of carnations
10.00	Clergy honorariums
3.00	Death notice
200.00	Grave site
125.00	Opening and closing of grave
170.00	Vault (cement)
150.00	Grave marker (set-up included)
<hr/> \$1,258.00	<hr/> Total Cost

LARGE METROPOLITAN AREA COST ANALYSIS OF AN 'INEXPENSIVE' FUNERAL

ITEMIZED EXPENSES

\$400.00	Cost of casket
45.00	Body removal from site of death
125.00	Embalming and preparation
240.00	Use of funeral home facilities
180.00	Professional services of the director
65.00	Use of the hearse
30.00	Burial garments
10.00	Modest spray of carnations
25.00	Clergy honorariums
18.00	Death notice
275.00	Grave site
200.00	Opening and closing of grave
100.00	Vault (cement)
245.00	Grave marker (set-up included)
<hr/> \$1,958.00	<hr/> Total Cost

Material taken directly from the book, Death: The Final Frontier, by Dale V. Hardt.

DAY FOURTEEN

Objectives

The students will be able to discuss the death and dying ritual that occurs in other cultures. Greek, Indian, Polish, etc.,

The students will be able to compare the above cultures for similarities and differences to the American way.

The students will be able to compare the differences that religions in the United States have upon the ritual of death and dying. Catholic, Jewish, Protestant.

Materials

Mounted Photos, "Gramp--A True Story of Living with the Dying"

Teacher Activities

Discuss any questions that are brought up from yesterday.

Begin discussing death and dying in other cultures.

List several differences and similarities of these cultures to the American culture.

Have anyone who is Catholic, speak about the rituals that occur in that religion. Do the same with the other two religions. Be prepared to list.

Prepare students for fiels trip tomorrow. Arrangements should already have been made with teachers, parents, administrators.

Student Activities

Ask questions, comments.

Add to the discussion with personal stories.

List.

Discuss their church's ritual as it pertains to death and dying.

Ask questions.

Evaluation

The students will join in the discussion of death and dying in other cultures.

The students will compare these to the American culture.

The students will discuss their religion's ritual form the point of view of death and dying.

DAY FIFTEEN

Objectives

The students will be able to see what a funeral home is like.

The students will be able to ask questions to the funeral director leading the tour.

Materials

Permission slips allowing students to leave school

Teacher Activities

Prepare students for tour.
Get them to the funeral home.

Introduce the funeral director
and allow him to lead the
discussion.

Funeral Director gives tour,
describing things as we go.

Finish tour and return to
school.

Student Activities

Be ready to depart from the school.

Listen.

Ask questions.

Prepare to return.

Evaluation

The students will observe the inside of a funeral home and ask questions of the funeral director, our tour guide.

DAY SIXTEEN

Objectives

The students will be able to discuss the pros and cons of the questions, "Does an individual have the right to take his own life?"

The students will be able to describe the characteristics of a person who may attempt suicide.

The students will be able to begin writing a reaction paper about the death education class--their likes and dislikes, what they would change and why.

MaterialsTeacher Activities

Begin with questions from yesterday about the funeral home.

Ask the question, "Does an individual have the right to take his own life?"
Give students time to think.

Lead discussion on question.

Talk about the type person who may attempt suicide.

Ask students if they would like to voice their opinion about the past 2 weeks studying about death and dying.

Describe the paper that will be due tomorrow.
Allow time in class for students to begin project. Be available for questions.

Student Activities

Ask questions.

Sit quietly at desk thinking about the question posed.

Debate question--panel style.

List the characteristics on paper.

Tell how they felt about the class.

Listen, Begin work on paper. Working quietly at desk.

Evaluation

The students will actively participate in the panel style discussion of the posed question.

The students will list characteristics of a suicidal person.

The students will begin work on the paper assigned during class.

FOOTNOTES

¹ Betty R. Green, and Donald P. Irish, eds., Death Education: Preparation for living (Cambridge, Mass.: Schenkman Publishing Co., 1971), P. 47.

² Frances Scott, Confrontations of Death: A Book of Readings and a Suggested Method of Instruction (Cormallis, OR.: Continuing Education Publication, 1971), p. 58.

³ Green and Irish, P. 50.

⁴ Paul Birden, Steps in Planning a Unit (Muncie, IN.: Ball State University, 1980), p. 1.

⁵ Audrey K. Gordon and Dennis Klass, They Need to Know: How to Teach Children about Death (Englewood Cliffs, NJ.: Prentice-Hall, Inc., 1979), p. 19.

⁶ Richard O. Ulin, Death and Dying Education (Washington, D.C.: National Education Association, 1977, p. 46.

⁷ Jayne Freeman, "Death and Dying in Three Days?", Phi Delta Kappan, Oct. 1978, p. 118.

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